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The logical relationship between the curriculum and teaching models
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Abstract

One of the most prominent features of the effective curricula is known as internal harmony. It means that decisions about each ingredient of lesson syllabus should be made regarding those made on other elements. Theoreticians of the field have determined teaching objectives and strategies as the most important principles of a curriculum. In the present paper, the aim is to explore the way of harmonic and compatible decision making of these two elements. In the first part, different viewpoints of the field, i.e. syllabus objective inspiring, would be discussed in detail, then teaching strategies would be explained taking advantages of a well-known scientific classification, and finally, direct and indirect relationships between the two ingredients would be clarified.

Keywords: Curriculum, Teaching Models;

1. Introduction

First of all, it seems necessary to discuss the importance of viewpoints, curriculum designing strategies and methodologies, or teaching strategies, besides focusing on the necessity of understanding the relationship between the last two, which is met through utilizing the well-known model of School Education System. In this model, the major components of a curriculum are considered to be nine: objectives or ideals (at different levels), content, learning activities, teaching strategies, educational references and instruments materials and educational aids, assessments, grouping, setting (time and place) (1). It is worth mentioning that when designing a curriculum, different factors, regarding the base model, would be considered. As a matter of fact, defining components of a curriculum, which are determinant for the scope and the type of relationship between the field and other fields, are assumed as one of the theoretical categories of the domain (2).

2- Curriculum Domain Hypotheses

2-1- Mental and Intellectual Process Development Hypothesis

According to this theory, a curriculum is a phenomenon to develop mental processes. The advocates of the hypothesis believe that the most important function of schools is to follow two goals;

a) to help the students learn how to learn,
And

b) To provide learning opportunities for students to reinforce all sorts of mental skills and abilities.

Furthermore, the hypothesis indicates that human mind has been formed by a set of rather independent abilities and talents, such as the ability to understand, analyze, estimate, solve problem, memorize, etc.

2-2- Academic Rationalism Hypothesis

The tenet of this hypothesis is the emphasis on the basic function of a school to empower students’ mental abilities in case of high-value subjects to learn. Taking advantage of a pre-organizing (advanced organizer) conception, we recognized the difference between this theory and that of Mental and Intellectual Process Development as follows:

Mental and Intellectual Process Development Theory outlines that curricula proponents believe in process-oriented planning; and as a result, ignore the content, they make the curriculum’s value doubtful. On the other hand, Academic Rationalism holds the opinion that schools are special places whose aim, as social institutions, is not to be coping with any kind of social problems, passions or individual or group feelings. It indicates that meeting such problems and the necessities of the circumstances are not bases of decision making. Accordingly, it severely criticizes the curricula recently used in European countries or the United States of America, for regarding their social needs, these countries have embedded educational courses related to narcotics, driving, sexual affairs, or even technical and vocational programs in their curricula.

2-3-Self-Survey Hypothesis

Self-survey hypothesis emphasizes on the priority and meaningfulness of programs for an individual (a learner). It considers schools as places where compatible programs to the priorities should be applied. In other words, the individual is the principle element of information references and planning, so designing curricula compatible with this theory necessitates syllabuses prepared through sharing views and mutual cooperation of teachers and students. It is predictable that the hypothesis, never, proposes a priori syllabus, and if it is prepared and performed as a centralized plan, it will not be based on students’ detailed needs and favourites, or their different conditions. To clear the discussion, we would have a glance on two general models of curriculum planning; the first one is means–ends model, in which a curriculum is an instrument to achieve some predetermined goals. Opposed to this model, self actualization hypothesis believes that a curriculum must internally practice the features of emergent which means a curriculum rooted in the interaction between teachers and students, opposed to a priori curricula, just given to the teachers.

2-4-Social Reconstruction or Social Adaptation Hypothesis

The tenet of this hypothesis is to give a priority to the needs of societies rather than the needs of individuals. It contains theories for both present and future perspectives. The present perspective claims that education should lead to accommodation with the existing conditions; and it is not reasonable to recognize the societies’ needs relying on radical views and the views that necessitate fundamental changes in the structure of a society and its power. On the contrary, the future perspective proponents hold the opinion that while basing curriculum on the societies’ needs, the requirements of an ideal society should be embedded simultaneously. To plan for such an ideal society, it is not possible to accept elements like the present power structure, and social and economic class distributions: so, education movements and curriculum’s tendency change toward making fundamental changes in the structure of society. Relatively, it denotes that future perspective belongs to Marxists or Leftists, called Liberals in educational domains (3). The common point of the mentioned views and the reason why they have been brought under the same hypothesis is that, aside from several differences, both of them consider society as a treasure in curriculum designing.
3- Teaching Models

3-1-The Collection of Data-Processing Models

The aim of these strategies (models), as it is clear from their titles, is to increase and reinforce human mental powers, and his rational and thinking skills. The strategies include Inductive Thinking, Inquiry Training, Scientific Inquiry, Concept Attainment, Cognitive Growth, Advance Organizer, and Memory. Clearly, there is a direct connection, compatibility, and homogeneity between such a collection of models and mental and intellectual process development hypothesis. We believe that these teaching models can also be applied in cooperation with academic rationalism.

3-2-The Collection of Individual Characteristics Models

This collection contains models whose most prominent feature is their individual-orientation tendency. Utilizing such models leads to strengthening positive personality characteristics like self confidence, independency, personal worth, self imagination, and passion in the learners. Furthermore, they provide opportunities to the teachers to let them act as a consultant who can spiritually treat the learners through effective emotional relations such as Nondirective Teaching, Awareness Training, Synetics, Conceptual Systems, and Classroom Meeting. For sure, these models are in the same line with self actualization hypothesis; therefore, they can be associated with it.

3-3-The Collection of Social Interaction Models

The members of this collection are group-oriented, and their main goal is to establish social skills or abilities. In other words, they are to provide learners with vital abilities to participate in societies actively through models of Group Investigation, Social Inquiry, Laboratory Method, Jurisprudential, Role Playing, and Social Simulation, which take similar tenets of social interaction curriculum and social reconstruction hypotheses. Since, some of the above-mentioned models, besides sharing special features of this series, are capable of actualizing the objectives of information processing family of models; it means that an indirect relationship exists between them and the hypothesis of mental and intellectual development.

3-4-The Collection of Behavioral Models

This collection contains models whose goal is to establish a number of certain behaviors in learners, and their principles are adopted from behaviorism schools. It includes Contingency Management, Self Control, Relaxation, Stress re-education, Assertive Training, Desensitization and Direct Training. Behavioral models are known to be corresponsive in academic rationalism. It is rooted in the imposition of rather great demands on learners and designs the same standards for all of them by this viewpoint. It recommends curricula focusing on behavioral objectives, because applying such models is compatible with the application of academic rationalism.

5- Conclusion

There is a direct connection between some curriculum designing views and teaching model collections, while, it is indirect in some other cases. All of them have been demonstrated in Table 1 as follows,
### Curriculum Related Views

1) information processing family of models
2) Individual (Personality) Characteristics Developments
3) Social Interaction Models
4) Behavioral Models

### Teaching Models Collections

a) Curriculum as Mental Process Development
b) Individual Academic Rationalism
c) Self-Survey
d) Social Reconstruction/Social Adaptation

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*Direct Relation _______________________
*Indirect Relation -----------------------------------

### Table 1: Curriculum Hypothesis and Teaching Models

### References

